



## Chester Park Center of Literacy through Technology

835B Lancaster Highway

Chester, SC 29706

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	524 Students	
<b>Principal</b>	Kristin Langdale	803-581-7275
<b>Superintendent</b>	Mr. Larry B. Heath	803-385-6122
<b>Board Chair</b>	Dr. Richard Hughes	803-581-7522

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Below Average</b>	<b>Average</b>
2008	Below Average	At-Risk
2007	Below Average	Below Average
2006	Below Average	At-Risk
2005	Below Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

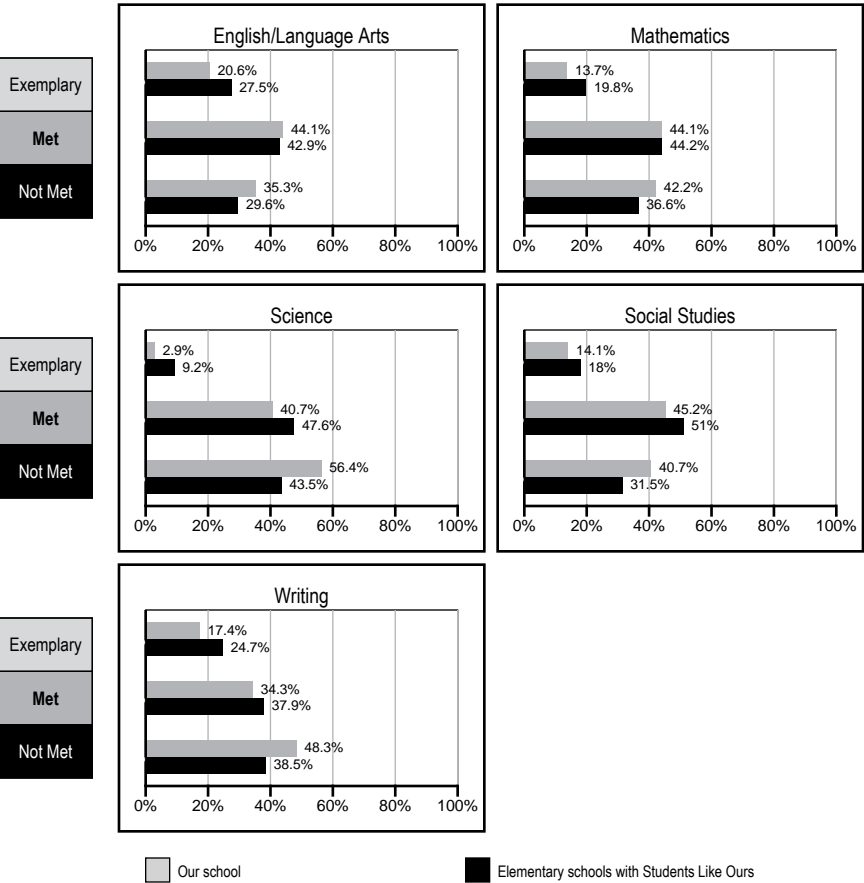
95.7%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	5	82	28	5

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=524)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	2.8%	Down from 8.3%	2.5%	1.9%
Attendance rate	95.5%	Down from 95.6%	96.0%	96.3%
Eligible for gifted and talented	9.6%	Down from 13.3%	6.2%	10.0%
With disabilities other than speech	4.4%	Down from 6.4%	9.0%	7.7%
Older than usual for grade	1.4%	Down from 1.6%	0.7%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	58.3%	Down from 62.9%	57.1%	59.4%
Continuing contract teachers	75.0%	Up from 74.3%	76.6%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	81.4%	Up from 72.2%	84.7%	85.9%
Teacher attendance rate	94.5%	Down from 94.8%	95.1%	95.1%
Average teacher salary*	\$44,831	Up 3.2%	\$46,051	\$47,149
Professional development days/teacher	9.1 days	Down from 10.3 days	11.7 days	11.1 days
<b>School</b>				
Principal's years at school	1.0	No Change	4.0	4.0
Student-teacher ratio in core subjects	21.5 to 1	Up from 19.5 to 1	18.0 to 1	18.8 to 1
Prime instructional time	88.6%	Up from 88.0%	89.9%	90.4%
Opportunities in the arts	Good	Down from Excellent	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 98.8%	100.0%	100.0%
Character development program	Average	Up from Below Average	Excellent	Excellent
Dollars spent per pupil**	\$5,804	Down 4.1%	\$7,743	\$7,458
Percent of expenditures for instruction**	80.6%	Down from 82.7%	68.3%	68.8%
Percent of expenditures for teacher salaries**	74.5%	Down from 74.6%	62.4%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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## Report of Principal and School Improvement Council

Chester Park Center of Literacy through Technology (COLT), located within the Chester Park Complex, serves approximately 530 students in Kindergarten through 5th grade. Because Chester Park Complex offers parent choice for school enrollment, students have chosen to attend COLT due to the emphasis on technology. COLT students are "High Tech with High Expectations" for applying real world technology to the learning process. To fulfill this mission, COLT teachers are experts in not only teaching pedagogy but also technology applications and integration.

Building on the strong foundation already in existence, technology advances were made this year for both classroom instruction and student participation. All K–5th grade students continued to use their jump-drive to support the development of an electronic portfolio. Grade level technology standards based on NETS (National Education Technology Standards) were used as the criteria for students to receive technology proficiency recognition. The project of equipping every K-5th grade classroom with a Front Row System which allow students to hear their teacher through surround sound speakers was completed this year. Though an E2T2 Grant (Enhancing Education through Technology), all 4th grade students had access to laptops throughout the day and for take home use. With this grant, a Technology Coach was funded who provided support for assessment, portfolios, and integration of technology. Students in grades K-5 this year through our website server, E Chalk, began to blog, email and use a digital dropbox for assignment submission. Our K-3rd grade classes had XO computers for students to chat, read online books, and create videos.

Using the long standing tradition of pins placed on lanyards, COLT continued our 9-weeks awards such as COLT Club for all A's/E's, A/B Honor Roll, Behavior Recognition, Proud To Be Polite, etc. On a monthly basis, teachers selected a COLT Kid for citizenship recognition. Professional development centered on standards-based instruction and assessment again this year through professional learning communities in weekly grade level meetings but also in district level teams where benchmarks for core academic content areas were developed.

Based on data from several sources ( MAP, Dominie, and PACT), intervention and enrichment classes were planned. SOAR, (Students Overcoming Adversity in Reading) was expanded to serve K-2nd grade students. Results from classroom instruction and intervention/enrichment was encouraging based on Spring MAP data– 81% of 2nd– 5th grade students made gains in reading while 96% of students showed gains in math.

Because at COLT we know that students have varied interests, over 20 clubs were offered through AcE (Acceleration and Enrichment). Opportunities included Lego-Robotics, Rocketry, Brain Games, Sewing, Pretend Play, and Handbells.

As we reflect on this year and look forward to the next, we can be assured that COLT has continued to "blaze a trail" of excellence in technology and learning.

Kristin Langdale, Principal  
Anthony Scott, SIC Chairperson

## Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	35	68	50
Percent satisfied with learning environment	97.1%	90.9%	89.8%
Percent satisfied with social and physical environment	100.0%	86.8%	88.0%
Percent satisfied with school-home relations	82.9%	89.7%	83.7%

\* Only students at the highest elementary school grade level and their parents were included.

## Abbreviations for Missing Data

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School Adequate Yearly Progress	YES
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This school met 17 out of 17 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CSI-DELAY
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	21.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	221	100	35	44.3	20.7	74.9	73.2	82.8	Yes	Yes
<b>Gender</b>										
Male	117	100	35.5	42.1	22.4	74.8	69.4	79.3	N/A	N/A
Female	104	100	34.4	46.9	18.8	75	77.3	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	85	100	25	42.1	32.9	85.5	80.9	89.5	Yes	Yes
African American	134	100	41.3	45.2	13.5	68.3	64.8	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	100	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	82.8	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	28	100	N/AV	N/AV	N/AV	42.3	44.4	52	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	81	75.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	161	100	41.1	44.5	14.4	71.2	66.1	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	221	100	41.9	44.3	13.8	72.4	71.4	78.9	Yes	Yes
<b>Gender</b>										
Male	117	100	43	38.3	18.7	70.1	70	77	N/A	N/A
Female	104	100	40.6	51	8.3	75	72.8	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	85	100	30.3	46.1	23.7	82.9	79.8	87.2	Yes	Yes
African American	134	100	48.4	43.7	7.9	66.7	62.3	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.9	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	75.9	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	28	100	N/AV	N/AV	N/AV	42.3	37.8	45.5	I/S	I/S
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	81	76.1	I/S	I/S
<b>Socio-Economic Status</b>										
Subsided meals	161	100	44.5	41.8	13.7	69.2	64	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

**Abbreviations for Missing Data**

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	149	100	56.1	41	2.9	43.9	54.9	67.5
<b>Gender</b>								
Male	79	100	53.4	42.5	4.1	46.6	55.2	67
Female	70	100	59.1	39.4	1.5	40.9	54.5	68
<b>Racial/Ethnic Group</b>								
White	53	100	46.8	46.8	6.4	53.2	67.6	79.5
African American	96	100	60.9	38	1.1	39.1	40.6	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	61.9	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
<b>Disability Status</b>								
Disabled	18	100	N/AV	N/AV	N/AV	17.6	31	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	70.6	59.6
<b>Socio-Economic Status</b>								
Subsided meals	108	100	58.6	37.4	4	41.4	44.8	55.1

**Social Studies**

All Students	150	100	40.7	45.2	14.1	59.3	63	72.3
<b>Gender</b>								
Male	80	100	43.7	42.3	14.1	56.3	63.5	71.5
Female	70	100	37.5	48.4	14.1	62.5	62.5	73.2
<b>Racial/Ethnic Group</b>								
White	58	100	39.2	37.3	23.5	60.8	70.4	80.7
African American	90	100	41	50.6	8.4	59	54.6	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	88.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	78.9	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
<b>Disability Status</b>								
Disabled	18	100	50	43.8	6.3	50	41	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	86.7	67.9
<b>Socio-Economic Status</b>								
Subsided meals	110	100	40.8	46.9	12.2	59.2	54.8	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	222	99.6	48.1	34.5	17.5	51.9	58.7	70.2	95.5	95.5
Gender										
Male	119	99.2	54.6	27.8	17.6	45.4	52	63.2	95.1	95.2
Female	103	100	40.8	41.8	17.3	59.2	65.8	77.5	96	95.9
Racial/Ethnic Group										
White	85	98.8	37.7	42.9	19.5	62.3	68	79.1	95	95.1
African American	134	100	54.3	29.1	16.5	45.7	48.4	57.6	95.7	96
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	86.2	99.9	96.3
Hispanic	3	I/S	I/S	I/S	I/S	I/S	72.4	62.6	94	95.1
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	N/A	94.3
Disability Status										
Disabled	28	100	N/AV	N/AV	N/AV	7.7	13.9	26.1	94.8	94.2
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	3	I/S	I/S	I/S	I/S	I/S	68.2	61.2	94	96.3
Socio-Economic Status										
Subsidized meals	162	100	53.3	30.7	16	46.7	49	58.9	95.2	95.1

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	71	100	39.1	43.8	17.2	60.9
	4	78	100	36.6	42.3	21.1	63.4
	5	72	100	29.4	47.1	23.5	70.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	71	100	51.6	43.8	4.7	48.4
	4	78	100	32.4	46.5	21.1	67.6
	5	72	100	42.6	42.6	14.7	57.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	35	100	60.6	36.4	3	39.4
	4	78	100	53.5	43.7	2.8	46.5
	5	36	100	57.1	40	2.9	42.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	36	100	29	58.1	12.9	71
	4	78	100	39.4	46.5	14.1	60.6
	5	36	100	54.5	30.3	15.2	45.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	71	100	56.9	20	23.1	43.1
	4	78	100	47.2	36.1	16.7	52.8
	5	73	98.6	40.6	46.4	13	59.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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